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Over the last fifty years, Canada’s public schools have been absorbed into a modern education system that functions much like Max Weber’s infamous iron cage. Crying out for democratic school-level reform, the system is now a centralized, bureaucratic fortress that, every year, becomes softer on standards for students, less accessible to parents, further out of touch with communities, and surprisingly unresponsive to classroom teachers. Exploring the nature of the Canadian education order in all its dimensions, The State of the System explains how public schools came to be so bureaucratic, confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces, and addresses the need for systemic reform. Going beyond a diagnosis of the stresses, strains, and ills present in the system, Paul Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education. In place of school consolidation and managerialism, one-size-fits-all uniformity, limited school choice, and the "success-for-all" curriculum, Bennett advocates for a new set of priorities: decentralize school governance, deprogram education ministries and school districts, listen to parents and teachers, and revitalize local education democracy. Tackling the thorny issues besetting contemporary school systems in Canada, The State of the System issues a clarion call for more responsive, engaged, and accountable public schools.

Voices of Black Girls in Toronto is an academic book which includes research and non-fiction data collection and analysis concerning the career choices and futures of high school girls of African descent in Toronto.

This edited volume provides theoretical and practical resources relating to the ‘STEPWISE’ curricular and instructional framework. ‘STEPWISE’ is the acronym for Science & Technology Education Promoting Wellbeing for Individuals, Societies & Environments. It is a framework for organizing teaching and learning domains in ways that prioritize personal and social actions to address ‘critical socioscientific issues’ — that is, controversial decisions by powerful individuals/groups about science and technology (and related fields) that may adversely affect individuals, societies and/or environments. The book contains chapters written by and/or with teachers who have used STEPWISE to guide their instructional practices, as well as chapters written by education scholars who have used a range of theoretical lenses to analyze and evaluate STEPWISE — and, in several cases, described ways in which it relates to (or could relate to) their practices and/or ways in which the framework might logically be amended. Overall, this book offers educators, policy makers and others with resources useful for arranging science and technology education in ways that may assist societies in addressing significant potential personal, social and/or environmental problems — such as dramatic climate change, preventable human diseases, species losses, and social injustices — associated with fields of science and technology.

Revised second edition aligned for the 2008-2009 testing cycle, with a full index. REA’s MCAS Grade 10 Mathematics provides all the instruction and practice students need to excel on this high-stakes exam. The book contains all test components that students will encounter on the official exam: Number Sense and Operations; Data Analysis; Probability and Statistics; Geometry; Measurement; and Patterns, Relations and Algebra. 2 full-length practice tests measure learning and progress, and confidence-building drills boost test-day readiness. DETAILS: -Fully aligned with the official state exam -2 full-length practice tests -Drills help students organize, comprehend, and practice -Lessons enhance necessary mathematics skills -Confidence-building tips reduce test anxiety and boost test-day readiness REA ... Real review, Real practice, Real results.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

Get a clear, logical, and holistic approach to physical examination and health assessment across the lifespan! Using easy-to-follow language, detailed illustrations, summary checklists, and new learning resources Physical Examination and Health Assessment, 3rd Canadian Edition is the gold-standard in physical examination textbooks. This new edition reflects the latest in what is happening in nursing today with coverage of emerging trends, examples of how to document patient assessments using the Electronic Health Record, and new evidence-informed content throughout. It's easy to see why this text is #1 with Canadian nursing students! A two-column format distinguishes normal findings from abnormal findings, and uses colour, step-by-step photos to clarify examination techniques and expected findings. Sectional colour bars segment body systems according to content (Structure and Function, Subjective Data, Objective Data, Documentation and Critical Thinking, Abnormal Findings). Summary checklists offer reviews of key examination steps. Documentation and Critical Thinking sections provide real world clinical examples of specific patients and how to document assessment findings. Abnormal findings tables help you recognize, sort, and describe abnormalities. Separate chapter on Pregnancy provides a thorough foundation for assessing the pregnant patient. Developmental Considerations sections highlight content specific to infants, children, adolescents, pregnant women, and older adults. Promoting Health boxes focus on this key aspect of Canadian health care. NEW! Content covering the Electronic Health Record, charting, and narrative recording provides examples of how to document assessment findings. UPDATED Case Studies provide you with opportunities to test and develop your analytical skills and apply what you’ve learned. NEW! Approximately 150 normal and abnormal examination photos for the nose, mouth, throat, thorax, and pediatric assessment gives you a fresh perspective on these key system examinations, with cultural diversity and developmental variations. NEW! Social determinants of health considerations cover the shifting landscape of Canada’s populations with strategies for integrating social, economic and ethnocultural diversity into your health assessments. NEW! Assessment strategies relevant to Indigenous populations, harm reduction, nutrition, and transgender persons inform practitioners on respectful, complete care.

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education

research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

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